

LIGHTS, CAMERA, ACTION: CAREERS IN THEATRE

Using the ILP's Explore Careers Function
Grades 6-8

Standards:

AH-08-4.3.4 Students will identify the skills necessary for jobs associated with theatre (playwright, director, actor, actress, designers, scenery, props, lighting, sounds, costume, make-up)

Materials:

- Student access to ILP
- Copies of **Theatre Careers Exploration** sheets (*see note at the bottom of the sheets*)
- Copies of **Theatre Career Reflection** slips
- Copies of **Writing a Play** graphic organizer sheet
- Copies of **Theatre Career Experience** sheet
- Copies of **Grading Rubric**
- Video camera and tripod
- Arts and crafts items for students to make set pieces, props and costume pieces.

Preparation:

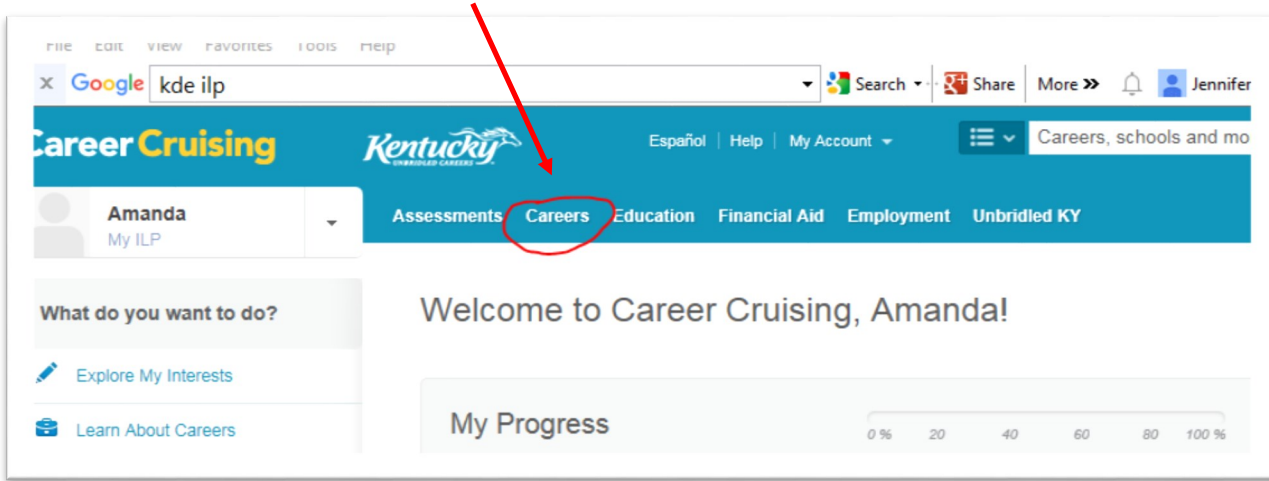
- For teacher: Log in to a student ILP training module so you are familiar with the student ILP
www.careercruising.com/ilp
Username: ILP23919
Password: training
- For students: Students will have taken the Career Matchmaker Assessment
- Make arrangements so that primary students at a local elementary school will view and write/draw a review of the plays. You may be able to arrange this through the school's Arts & Humanities teacher.

Differentiation Strategies:

- Break the 10 theatre career searches into smaller, more manageable chunks using the sheets provided. Have students work with a partner. Each partner researches five theatre careers and shares.
- Students can choose to draw a story board with captions rather than write a script
- Students can use a scribe or an assistant for the writing portions
- Students can type the scripts rather than write
- Allow each group to choose their fairy tale according to their interests and abilities
- For tech-savvy students, allow them the option of being in charge of doing video editing of the recorded plays using iMovie or other video editing apps.
- For gifted or advanced students, provide them with a script excerpt from a play or Broadway musical of their choice and ask them to design sets or costumes that would match their play.

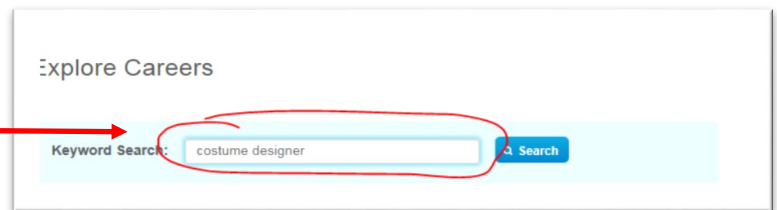
Lesson Procedures– Day 1 (Research day)

1. Have students log in to their ILP.
2. Students will click on “Careers” at the top of the ILP page



3. Give students the **Theatre Careers Exploration** handout (*see note at the bottom of the handouts*).

4. Students will research theatre careers by typing one career at a time into the *Keyword Search* box and hitting search.



5. Note: There are 2 options for the **Theatre Career Exploration** handout.
 - 1) All 10 careers on one sheet– this will take longer for students to complete
 - 2) Have students split up the work by working in pairs. Each student researches five different careers, then they share and compare with their partner.

Formative Assessment: After students have completed their research, have students reflect on which theatre career was most interesting to them using the **Theatre Career Reflection** slip.

Planning ahead: Before the next class, organize students into 2 or 3 groups by theatre career interests.

Each group will need:

- Director
- Costume Designer(s)
- Set Designer(s)
- Prop Designer(s)
- Writer(s)
- Actors/Actresses

Lesson Procedures– Day 2 (Planning day)

1. Split students into the groups to which they are assigned.
2. Explain that students are going to try out one of their top theatre career choices by creating and performing a play that will be recorded and shown to Kindergarten-2nd grade students at a local elementary school.
3. Give students the grading rubric
4. Have students choose one fairy tale from their group.
5. Give students the *Writing a Play* graphic organizer to help scaffold the play-writing process.
6. Students should be working in groups to plan the plot, characters, setting, costume and props for each part of their play.
7. Each part of the graphic organizer corresponds to the role of the group members:
 - Director= Organizes the group
 - Character/Plot= Writer(s) & Actors/Actresses
 - Setting= Set Designer(s)
 - Costumes= Costume Designer(s)
 - Props= Prop Designer(s)
8. After each group has filled out their graphic organizer, they can begin planning, writing and creating pieces for their play.
9. Finish by collecting each groups' graphic organizer and having students clean up their materials.

Lesson Procedures– Day 3 (Work day)

1. Before splitting students into groups explain your expectations for the work day:
 - All students will be working– if you finish your portion early, help someone else in your group
 - By the end of the day your group should have a finished script, and should be working on costumes, sets and props. Actors should be rehearsing. The director should be giving the actors stage directions.
 - Be sure to include any other classroom management expectations that you may have for group work in your classroom.

Lesson Procedures– Day 4 (Rehearsal day)

1. Groups will spend this class time rehearsing their plays.
2. Remind each group that they will be filming their plays the following day, so they should be prepared to put on a great show!

Lesson Procedures– Day 5 (Performance day)

1. Set up a video camera on a tripod.
2. Video record each group performing their play.
3. When all groups are finished, have students write a reflection of their theatre career experience using the **Theatre Career Experience** handout.

Follow-up Activity

1. Send the video and **My Theatre Review** sheet to your contact at the elementary school.
2. Ask the elementary teacher to show students (K-2) the video and have them complete the **My Theatre Review** sheet and return them to you.
3. When you receive the reviews share them with your students.
4. Grade all videos using the **Grading Rubric**

Theatre Career Exploration

Name: _____

Date: _____

Career	Skills Needed (pick 3)	Earning Range	Level of Education (check all that apply)		Do I have the skills for this career?	Am I interested in this career?
Writer	1.		HS	<input type="checkbox"/>		
	2.		C- 2-yr.	<input type="checkbox"/>		
	3.		U- 4-yr.	<input type="checkbox"/>		
Director	1.		HS	<input type="checkbox"/>		
	2.		C- 2-yr.	<input type="checkbox"/>		
	3.		U- 4-yr.	<input type="checkbox"/>		
Critic	1.		HS	<input type="checkbox"/>		
	2.		C- 2-yr.	<input type="checkbox"/>		
	3.		U- 4-yr.	<input type="checkbox"/>		
Actor/Actress	1.		HS	<input type="checkbox"/>		
	2.		C- 2-yr.	<input type="checkbox"/>		
	3.		U- 4-yr.	<input type="checkbox"/>		
Set Designer	1.		HS	<input type="checkbox"/>		
	2.		C- 2-yr.	<input type="checkbox"/>		
	3.		U- 4-yr.	<input type="checkbox"/>		
Lighting Technician	1.		HS	<input type="checkbox"/>		
	2.		C- 2-yr.	<input type="checkbox"/>		
	3.		U- 4-yr.	<input type="checkbox"/>		
Costume Designer	1.		HS	<input type="checkbox"/>		
	2.		C- 2-yr.	<input type="checkbox"/>		
	3.		U- 4-yr.	<input type="checkbox"/>		
Makeup Artist	1.		HS	<input type="checkbox"/>		
	2.		C- 2-yr.	<input type="checkbox"/>		
	3.		U- 4-yr.	<input type="checkbox"/>		
Agent	1.		HS	<input type="checkbox"/>		
	2.		C- 2-yr.	<input type="checkbox"/>		
	3.		U- 4-yr.	<input type="checkbox"/>		
Casting Director	1.		HS	<input type="checkbox"/>		
	2.		C- 2-yr.	<input type="checkbox"/>		
	3.		U- 4-yr.	<input type="checkbox"/>		

Theatre Career Exploration

Name: _____

Date: _____

Directions: Use the *Explore Careers* tool in the ILP to find out what kinds of careers are available in the theatre industry. Fill in the blanks as you research each career to see if you have the skills to work in the exciting world of live theatre!

Career	Skills Needed (pick 3)	Earning Range	Level of Education (check all that apply)		Do I have the skills for this career?	Am I interested in this career?
Writer	1.		HS	<input type="checkbox"/>		
	2.		C- 2-yr.	<input type="checkbox"/>		
	3.		U- 4-yr.	<input type="checkbox"/>		
Director	1.		HS	<input type="checkbox"/>		
	2.		C- 2-yr.	<input type="checkbox"/>		
	3.		U- 4-yr.	<input type="checkbox"/>		
Critic	1.		HS	<input type="checkbox"/>		
	2.		C- 2-yr.	<input type="checkbox"/>		
	3.		U- 4-yr.	<input type="checkbox"/>		
Actor/Actress	1.		HS	<input type="checkbox"/>		
	2.		C- 2-yr.	<input type="checkbox"/>		
	3.		U- 4-yr.	<input type="checkbox"/>		
Set Designer	1.		HS	<input type="checkbox"/>		
	2.		C- 2-yr.	<input type="checkbox"/>		
	3.		U- 4-yr.	<input type="checkbox"/>		

Note to teachers: There are 2 different sheets with 5 careers each. Have students pair up when they finish their research to share and compare information.

Theatre Career Exploration

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Date: _____

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Career	Skills Needed (pick 3)	Earning Range	Level of Education <small>(check all that apply)</small>		Do I have the skills for this career?	Am I interested in this career?
Lighting Technician	1.		HS	<input type="checkbox"/>		
	2.		C- 2-yr.	<input type="checkbox"/>		
	3.		U- 4-yr.	<input type="checkbox"/>		
Costume Designer	1.		HS	<input type="checkbox"/>		
	2.		C- 2-yr.	<input type="checkbox"/>		
	3.		U- 4-yr.	<input type="checkbox"/>		
Makeup Artist	1.		HS	<input type="checkbox"/>		
	2.		C- 2-yr.	<input type="checkbox"/>		
	3.		U- 4-yr.	<input type="checkbox"/>		
Agent	1.		HS	<input type="checkbox"/>		
	2.		C- 2-yr.	<input type="checkbox"/>		
	3.		U- 4-yr.	<input type="checkbox"/>		
Casting Director	1.		HS	<input type="checkbox"/>		
	2.		C- 2-yr.	<input type="checkbox"/>		
	3.		U- 4-yr.	<input type="checkbox"/>		

Note to teachers: There are 2 different sheets with 5 careers each. Have students pair up when they finish their research to share and compare information.

Theatre Career Reflection

Name: _____

Date: _____

1. What are your top 3 choices from the theatre careers that you learned about today?

(Write '1' by your first choice, '2' by your second choice and '3' by your third choice.)

___ Writer

___ Lighting Technician

___ Director

___ Costume Designer

___ Critic

___ Makeup Artist

___ Actor/Actress

___ Agent

___ Set Designer

___ Casting Director

2. Think about your top choice. Choose 1 of the skills needed for that career. Skill: _____

3. Give an example of a time when you demonstrated or utilized this skill: _____

Theatre Career Reflection

Name: _____

Date: _____

1. What are your top 3 choices from the theatre careers that you learned about today?

(Write '1' by your first choice, '2' by your second choice and '3' by your third choice.)

___ Writer

___ Lighting Technician

___ Director

___ Costume Designer

___ Critic

___ Makeup Artist

___ Actor/Actress

___ Agent

___ Set Designer

___ Casting Director

2. Think about your top choice. Choose 1 of the skills needed for that career. Skill: _____

3. Give an example of a time when you demonstrated or utilized this skill: _____



My Theatre Review

Students at a local middle school have written and performed a play! They want you to review their play!

Name: _____

What was the name of the play you watched today?

What was your favorite part?

Draw and label your favorite scene from the play.

Writing a Play

Name: _____

Date: _____

	Plot	Characters	Setting	Costumes	Props
At the beginning of the story...					
Next...					
After that...					
After that...					
Then					
Finally					

Theatre Career Experience

Name: _____

Date: _____

1. What was your job in the play-writing activity?

- ☐ Director
- ☐ Actor/Actress
- ☐ Set Designer
- ☐ Costume Designer
- ☐ Prop Designer
- ☐ Writer

2. What was the hardest thing about your job in the play? _____

3. What was the best part of your job in the play? _____

4. What is one skill you may need to improve upon if this becomes your actual career? _____

5. Which theatre career are you NOT interested in? _____ Explain why: _____

Group Members: _____

Fairy Tale Story: _____

	Characteristics	✓	4	3	2	1	Score
Script	1. The plot is true to the fairy tale plot 2. Each character has lines 3. The dialogue is well-written 4. The play was entertaining	<input checked="" type="checkbox"/>	All 4 characteristics were present	3 characteristics were present	2 characteristics were present	1 or 0 characteristics were present	
		<input type="checkbox"/>					
		<input type="checkbox"/>					
		<input type="checkbox"/>					
Acting	1. Actors spoke clearly 2. Actors spoke loudly 3. Actors used good facial expressions 4. Actors used good body movements	<input type="checkbox"/>	All 4 characteristics were present	3 characteristics were present	2 characteristics were present	1 or 0 characteristics were present	
		<input type="checkbox"/>					
		<input type="checkbox"/>					
		<input type="checkbox"/>					
Set Pieces	1. The set pieces made sense with the plot 2. There was more than 1 set piece 3. Set pieces were designed well- good ideas 4. Set pieces were neatly done- quality work	<input type="checkbox"/>	All 4 characteristics were present	3 characteristics were present	2 characteristics were present	1 or 0 characteristics were present	
		<input type="checkbox"/>					
		<input type="checkbox"/>					
		<input type="checkbox"/>					
Costumes	1. Costumes made sense with the plot 2. Costumes made sense with the characters 3. Costumes were designed well- good ideas 4. Costumes were neatly done- quality work	<input type="checkbox"/>	All 4 characteristics were present	3 characteristics were present	2 characteristics were present	1 or 0 characteristics were present	
		<input type="checkbox"/>					
		<input type="checkbox"/>					
		<input type="checkbox"/>					
Props	1. Props made sense with the plot 2. Props made sense with the characters 3. Props were designed well- good ideas 4. Props were neatly done- quality work	<input type="checkbox"/>	All 4 characteristics were present	3 characteristics were present	2 characteristics were present	1 or 0 characteristics were present	
		<input type="checkbox"/>					
		<input type="checkbox"/>					
		<input type="checkbox"/>					
Directing/ Overall	1. The actors knew what to do on stage 2. All parts fit together well (sets, props,etc.) 3. The group worked during all work time 4. The group worked together well.	<input type="checkbox"/>	All 4 characteristics were present	3 characteristics were present	2 characteristics were present	1 or 0 characteristics were present	
		<input type="checkbox"/>					
		<input type="checkbox"/>					
		<input type="checkbox"/>					

Total: _____